Idaho Technology Pilot Grant

Legislative Report Template

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Purpose of Legislative Report

Because the intent of these legislative funds is to promote a scalable and sustainable model of technology learning initiative in Idaho, awardees will be required to submit periodic evaluation updates and yearly reports to the State Department of Education and the Idaho Legislature. It is expected that grantees will be available for scheduled site visits throughout the project from educational stakeholders.

Furthermore, in an effort to provide a display of best practices of technology integration processes, pedagogy, professional development and leadership, awardees will be required to provide a final dissemination report and video. Specific details regarding the requirements and length will be provided to awardees as the pilot grant project moves forward into Fiscal Year 2014. Reports will be submitted by grantees January 2014, June 2014, and December 2014.

Examples of Measurements

Examples of measurements for grantees to accumulate and report on include, but are not limited to the following:

- Student and teacher attendance
- Teacher attitude and retention
- Teacher evaluations
- Student discipline
- Student graduation/dropout rates
- Student participation
- Student surveys, measuring what students think and believe
- Fiscal and academic measurements of paperless environments
- Efficiencies documented throughout the project
- Project cost over time
- Recurring school and classroom trend and assessment data
- Student achievement in reading, science, and math
- Advanced learning opportunities for all students

Topics to be Included Within Legislative Report

Within the subheadings below, please provide information, feedback, and data (where possible) on the following items:

1. Retrospective summary since grant was awarded
2. Initial obstacles to overcome
3. Baseline student achievement data, as per project proposal
4. Other baseline quantitative data collected
5. Professional development/teacher discourse
6. Device rollout
7. Student discipline/digital citizenship
8. Fiscal savings/budget update
9. Next steps/project revisions

Retrospective Summary

The Moodle training consisted of two different vendors. One vendor provided Secondary Teachers and Administrators a more advanced training, while the other vendor provided our Primary and new staff an entry level training on Moodle. The advanced training was held in a multiple week online format through Moodle Bites. We found this vendor to have poor course design and poor communication. Courses were not interactive at all and most of our staff found it very hard to get through the trainings and felt they learned very little. The onsite vendor provided the entry level training. Staff who attended this training found it to be very well organized, helpful, and exciting. This vendor also led us to recognize

some shortcomings of our current Moodle theme which led to the choice of our new theme. Moving forward we believe all staff would benefit more from the face to face trainer and would not recommend using the Moodle Bites vendor.

As we increased the usage of Moodle in our school, we found a lack of technology skills with some of our parents. Before moving forward with this implementation we should have designed parent trainings on how to perform tasks required in Moodle such as scanning and uploading documents. Once we realized this was an issue we recorded several how-to videos to assist parents and students with any technology needs. We are also developing a technology skills survey to send out to our families to analyze what types of trainings will be necessary to move forward with the implementation of Moodle and Mahara school wide.

We are currently working to finalize the roll out of the new Overdrive system. While working through the purchasing process of Overdrive we found that the cost of the electronic books were higher than anticipated. We had to scale back the amount of books we originally planned on purchasing as well as the grade levels we would roll Overdrive out to. Currently we are looking at rolling out Overdrive to the 5-12 grade levels. As we grow our book collection we will move down to the lower grade levels.

Spring Update:
Prior to beginning this initiative an assessment of our teacher's technology knowledge and skills should have been completed. Through this process we found our teachers have a wide range of skills and we need to differentiate our instruction for them just like we do for students. In May, our administrative team took the <u>Way Find Teacher Assessment</u> from Learning.com. We found this to be a useful resource and plan to administer this assessment to all of our teachers at the beginning of the 2014-2015 school year. The results from this assessment will allow us to identify individual strengths and weaknesses and then build a professional development plan to help teachers learn the skills they need to be successful.

Secondly, we found the scope of the project needed to be refocused. Our initial goal of implementing 3 new systems (Overdrive, Moodle K-8, Mahara), along with the implementation of our new online courses proved to be too wide of a scope for the timeline and staff time we had. We decided to push back Mahara and focus on Overdrive, Moodle K-8, and the online courses. Mahara will be rolled out in a more organic fashion over the 14-15 school year.

Initial Obstacles to Overcome

We found that the level of technology skill and knowledge among both our staff and families is quite variable and affects the willingness to accept the changes and new technologies we are implementing.

With our families, negative attitudes towards this project seem to stem from a lack of technology skills. They fail to see the benefits of these new systems because they don't understand how to use them. Once trained in how to use the technology and how it can both save time and increase their child's

performance they become more willing to embrace the projects.

Our teachers, as with any district, are at different levels of readiness and technology skill. Some have jumped right into the usage of the new technologies without any issues. The others are very willing and eager to use the technology but there is a definite need for training to bring them up to the level of the other teachers. We are harnessing the knowledge and excitement of the "tech ready" teachers to guide the others. We feel pairing this with monthly technology training provided by the tech department will bring all teachers to a tech readiness level to make this project a success.

Spring Update:
As stated in the retrospective summary, to overcome the tech readiness of our staff we plan to implement the Way Find Teacher Assessment. The data we obtain from this assessment will allow us to bridge that final gap in training of staff. As we begin the 14-15 school year we will look to that data in combination with our "tech ready" teachers to build a successful professional development plan for our teachers.

Baseline Student Achievement Data

Attached please find I-DEA fall 2013 and spring 2014 baseline academic achievement data:
1. Kindergarten Skills Inventory - School assessment which includes reading, writing, and math
2. IRI data for K-3
3. MCOMP data for 1st grade - math computation test
4. MCAP data for 2nd grade - math application test
5. PLATO Common Core State Standard Benchmark Assessments for 3rd - 8th grade students in math and English Language Arts.

Spring Update:
Our students demonstrated significant gains on the CCSS PLATO benchmarks in English Language Arts and math in all grade levels tested. Our K-3 data does not show the same growth patterns. Historically our K-3 students start out strong in the fall and then do not score as well in the spring. On the IRI at the kindergarten level some of this is due to the fact that students are being tested on skills they are not currently using. For example, in kindergarten many of our students are reading, their scores on a reading curriculum based measure shows they have above level fluency however their scores on letter naming fluency and letter sound fluency, skills they have not practiced or used shows many students in need of remediation. In grades 1-3 our student reading fluency scores did not meet the legislative targets and we ended the year with fewer students scoring in the advanced or proficient range than we started with. We will be focusing on our K-3 students reading and math skills in the 2014-2015 school year.

Other Baseline Quantitative Data

[Please type information here]

Professional Development/Teacher Discourse

Elementary Survey from face to face Moodle training fall 2013

The Moodle training we had for Elementary teachers was very helpful. The instructor did a great job making the information clear, useful and user friendly. VPG

Although I have been using Moodle for a couple of years now, the training that we got in the fall was very useful to me. I learned how to more effectively use some of the features that are available (some that I knew about, and some that I didn't). The instructor was very good about introducing the topic and then letting us try it out in the "sandbox". Diane Neal

The Moodle training we had for the Elementary teachers was very helpful, along with having a wonderful instructor. I learned how to fix my gradebook, add test banks and how to write a better quiz in Moodle. It was very helpful and saved me lots of time trying it on my own. Charity McKenzie

The Moodle training for Elementary teachers from the Fall of 2013 was an excellent training. The content covered aspects throughout Moodle with clear demonstrations and excellent responses to questions. The instructor was very clear, knowledgeable, and could differentiate the material to the diverse learners in the group. I am not an elementary teacher and found the training very beneficial and all transferable to the secondary courses as well. Jeremy Cerovski

The Moodle training we had for Elementary teachers was very helpful. I like how all the resources will now be in one place. The instructor did a great job explaining the program and giving us time to play in it. I look forward to utilizing it this semester. Carol Schneider

The Moodle training we had for elementary teachers was very helpful. I knew the basics of navigating in Moodle, but I was glad to learn how to develop my own Moodle pages. It helped prepare me to more effectively share it with our families. Lyn Beighley

I am very new to Moodle. I was quite apprehensive about the program before the training. I was pleasantly surprised by how 'user friendly' the instructor was, as well as the program. I felt like I had a good support once I left the training both in my school district as well as through the Moodle trainer once I got back to my office. I still have much to learn, but it was a great start and left me wanting to learn more about the program. Amber Stimpson

I learned so much at the Moodle training. I was familiar with the use of the program, but not the background of developing my own Moodle page. The instructor was very knowledgeable and patient. She met us all where we were at in the process. I definitely came away with a sense of "this is something I can do," even if I cannot do it all right now. Lois Bly

I participated in a Moodle Training in the fall of 2013. The training was well planned and thorough. I enjoyed the opportunity to practice while I was learning. The instructor was knowledgeable and very helpful. MiRanda Foley

Prior to attending the Moodle Training I had little knowledge of the learning system. During the training I learned all about the program as well as how to set up my own Moodle page. The instructor presented the information well, was very knowledgeable, and patient with a variety of different learners. I was glad to have the training and feel much more comfortable using Moodle.
Beth Crabb

The training we did in the fall was wonderful. I had not worked in Moodle and was nervous to add another aspect to my job at that time that would require our students and families to change and learn a new format again. The instructor did a great job in teaching the material, but also presented it in a very realistic way in which we would use it for our school. The material was applicable and easy to understand. There were many opportunities to learn about something and then we would practice it hands on. This was very helpful!   JS

The Moodle training this fall was extremely helpful. I feel like the instructor did an amazing job of teaching us how to maneuver around the Moodle website. I was also able to get my Moodle page set up for my students while I was there. Everything was explained clearly and made sense. Gwynne Fleener

I appreciated the Moodle Training and I am looking forward to using it with students on a regular basis. It was helpful to review each section of Moodle and to do the hands on application such as entering students into a class, importing images, learning how to navigate the pages, and communicating with students. It was nice that the instructor took the time to allow us to explore these options and to apply it to how we may use it for our own class activities/students. Theresa Foster

Spring Update:
An onsite vendor was used for an online Moodle gradebook course for our secondary teachers which took place this spring. The teaches reported that the trainer answered all of their questions, helped them solve their individual issues with their current gradebooks and gave them helpful recommendations for using Moodle more efficiently and effectively.

Secondary teachers met June 18-20, 2014 for a workshop on developing their online textbooks. Our science teacher developed online textbooks for her Biology, Chemistry, Life Science and Earth Science courses this past spring. She walked the other secondary teachers through the process she used, the resources she found to be most helpful and showed them how she integrated the online textbook into her Moodle classes.

Device Rollout

We purchased 15 new Lenovo laptops for teachers during the summer of 2013. Laptops were configured and rolled out to teachers at the beginning of the 13-14 school year. The roll out of the new laptops as well as the training on the new laptops was completed by October 2013.

A new server was purchased during the summer of 2013 and was configured to host Moodle as well as as the new portfolio system Mahara. The install and upgrade of Moodle was completed by July 2013. We are in the process of configuring and installing the Mahara system for pilot implementation second semester of the 13-14 school year with the goal of full implementation at the beginning of the 14-15 school year.

Student Discipline/Digital Citizenship

I-DEA currently has an Academic Honesty policy that we use with regard to Plagiarism:

I-DEA Student Honor Code:
With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Principal, and Director. All students must adhere to the **Honor Code:**

"On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."

This policy is found on each course syllabus and within our Online Orientation to our LMS. Students taking IDLA courses also receive instruction on plagiarism as well as digital citizenship. We are currently reviewing digital content and instructional resources in Digital Citizenship to embed within our Online Orientation course, and to create an elementary-level Online Orientation with developmentally appropriate resources and expectations.

Fiscal Savings/Budget Update

As of 6-30-2014 $55,260.50 has been expended for on-site and online teacher Moodle training, teacher laptops, a Moodle server, 1 year subscriptions for digital textbooks, $6,000 of electronic library book titles for OverDrive and teacher stipends to develop digital courses.

The online digital courses developed are Health, Public Speaking, Life Science, Physical Science, Biology, Chemistry, Careers and Economics.

The balance for FY 15 of $12,494.10 will be used for teacher stipends to develop additional open source digital courses, 1 year subscriptions for digital textbooks and additional electronic library book titles for OverDrive.

We anticipate fiscal savings will not be realized until full implementation in FY 14-15

Next Steps/Project Revisions

Teachers will be attending training on the Mahara portfolio system in February, which was originally planned for summer 2014. Parent Task forces will be created to assist in the roll out of the Moodle/Mahara system. This will include training students and parents in the usage of Mahara. Policies

and best practices documents will be created for the usage of Mahara.

Once the initial stages of the Moodle/Mahara implementation have been completed surveys will be sent out to staff, parents, and students to gather data on usage and training needs.

Revisions:

Moodle/Mahara roll out has been moved up from fall semester of 14-15 to spring semester of 13-14. Teacher creation of online textbooks has been moved back a semester from fall of 13-14 to spring of 13-14.

Spring Update:

As state earlier, the Mahara rollout will take place this coming year (14-15). We plan to open the system to all students allowing them to organically start using it without the pressure of it being a mandatory system. Our teachers will continue to train on Mahara during the fall semester. The goal is to fully implement Mahara during the spring semester. Teachers and students who initially used Mahara during the fall semester will be survey for any adjustments needed to the system, and to gain insight into a training program. This group will also be our champions to assist other students in the usage of the system.
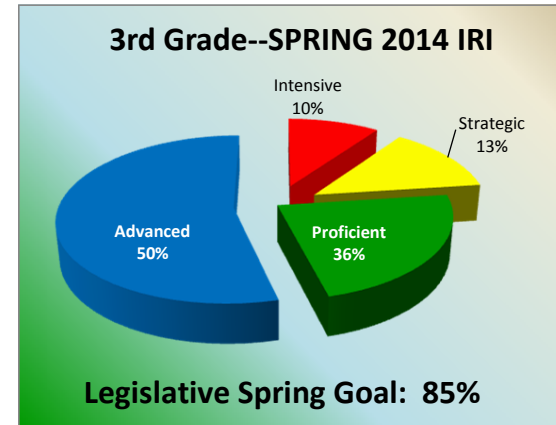
Our secondary teachers are currently putting the finishing touches on their online textbooks, these resources will be used during the 2014-2015 school year.

The initial implementation of the Overdrive library system was a success. The use of audio books for SPED students was the biggest success. We will be expanding the library offerings for the 14-15 school year to include books for K-4th grade students, and expanding our audio book options.
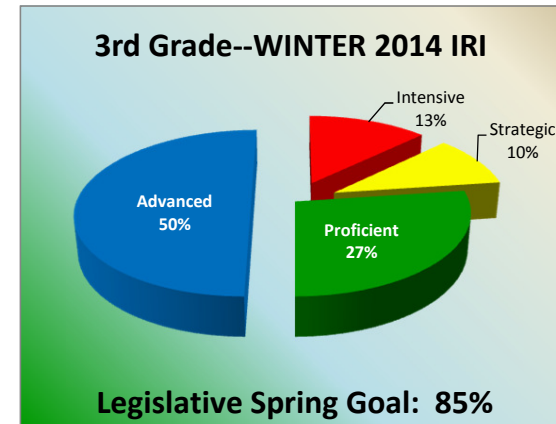
IDAHO DISTANCE EDUCATION ACADEMY

3rd GRADE--SPRING 2014 IRI

R-CBM	Advanced 148+		Proficient 110-147		Strategic 82-109		Intensive 0-81		Total # Students
BRC	14	53.85%	8	30.77%	4	15.38%	0	1.00%	26
PFRC	13	59.09%	4	18.18%	1	4.55%	4	18.18%	22
SERC	6	46.15%	2	15.38%	3	23.08%	2	15.38%	13
TOTAL	33	54%	14	23%	8	13%	6	10%	61

3rd Grade--SPRING 2014 IRI
Intensive 10%
Strategic 13%
Advanced 50%
Proficient 36%
Legislative Spring Goal: 85%

3rd GRADE--WINTER 2014 IRI

R-CBM	Advanced 134+		Proficient 96-133		Strategic 67-95		Intensive 0-66		Total # Students
BRC	16	53.33%	11	36.67%	3	10.00%	0	0.00%	30
PFRC	11	42.31%	7	26.92%	2	7.69%	6	23.08%	26
SERC	8	57.14%	1	7.14%	2	14.29%	3	21.43%	14
TOTAL	35	50%	19	27%	7	10%	9	13%	70

3rd Grade--WINTER 2014 IRI
Intensive 13%
Strategic 10%
Advanced 50%
Proficient 27%
Legislative Spring Goal: 85%

3rd GRADE--FALL 2013 IRI

R-CBM	Advanced 111+		Proficient 77-110		Strategic 49-76		Intensive 0-48		Total # Students
BRC	22	43.48%	7	34.78%	4	13.04%	0	8.70%	33
PFRC	13	40.00%	5	52.00%	2	4.00%	3	4.00%	23
SERC	10	35.71%	2	50.00%	3	14.29%	3	0.00%	18
TOTAL	45	61%	14	19%	9	12%	6	8%	74

3rd Grade--FALL 2013 IRI
Intensive 8%
Strategic 12%
Advanced 61%
Proficient 19%
Legislative Spring Goal: 85%
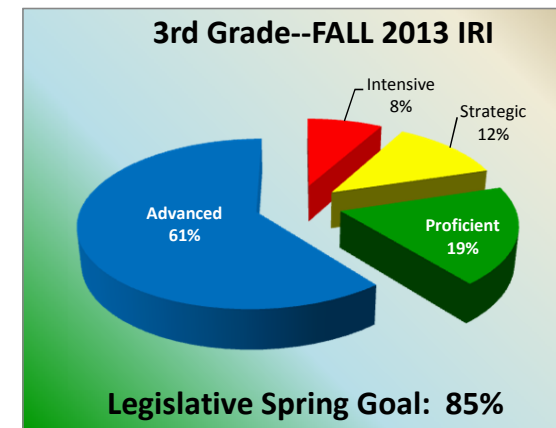
IDAHO DISTANCE EDUCATION ACADEMY

3rd GRADE--SPRING 2014 M-CAP

M-CAP	Advanced 20+		Proficient 14-19		Strategic 8-13		Intensive 0-7		Total # Students
BRC	12	48.00%	5	20.00%	7	28.00%	1	4.00%	25
PFRC	7	24.14%	17	58.62%	3	10.34%	2	6.90%	29
SERC	7	53.85%	4	30.77%	1	7.69%	1	7.69%	13
TOTAL	26	39%	26	39%	11	16%	4	6%	67

3rd Grade--SPRING 2014 M-CAP
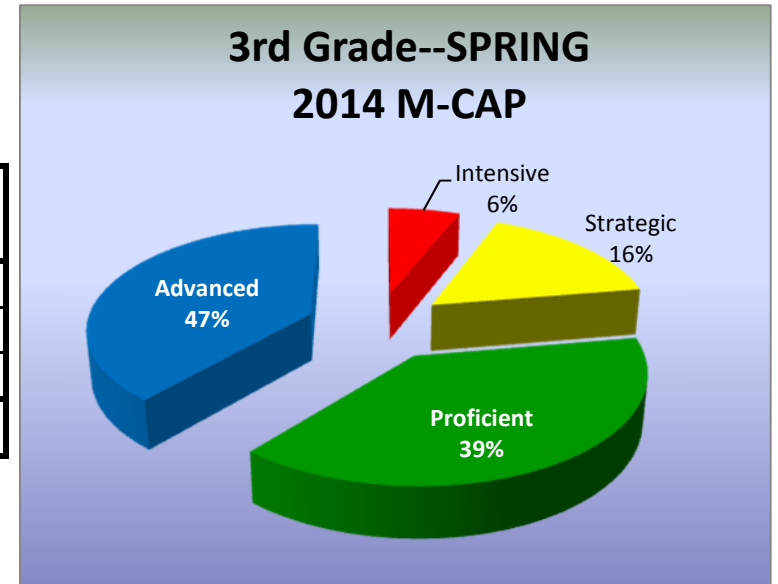
3rd GRADE--WINTER 2014 M-CAP

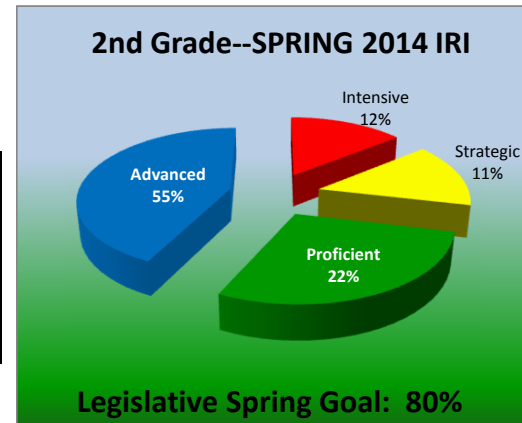| M-CAP	Advanced 15+		Proficient 10-14		Strategic 5-9		Intensive 0-4		Total # Students
BRC	11	36.67%	9	30.00%	8	26.67%	2	6.67%	30
PFRC	9	34.62%	10	38.46%	3	11.54%	4	15.38%	26
SERC	6	42.86%	4	28.57%	3	21.43%	1	7.14%	14
TOTAL	26	37%	23	33%	14	20%	7	10%	70

3rd Grade--WINTER 2014 M-CAP
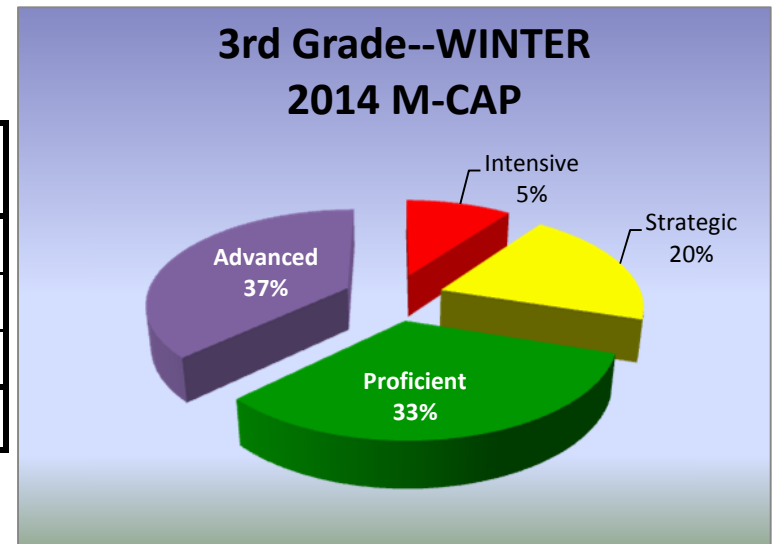
3rd GRADE--FALL 2013 M-CAP (did not administer)

IDAHO DISTANCE EDUCATION ACADEMY

2nd GRADE--SPRING 2014 IRI

R-CBM	Advanced 128+		Proficient 92-127		Strategic 68-91		Intensive 0-67		Total # Students
BRC	20	50.00%	8	20.00%	6	15.00%	6	15.00%	40
PFRC	9	39.13%	7	30.43%	3	13.04%	4	17.39%	23
SERC	1	14.29%	5	71.43%	1	14.29%	0	0.00%	7
TOTAL	30	43%	20	29%	10	14%	10	14%	70

2nd Grade--SPRING 2014 IRI
Intensive 12% / Strategic 11% / Advanced 55% / Proficient 22%
Legislative Spring Goal: 80%

2nd GRADE--WINTER 2014 IRI

R-CBM	Advanced 112+		Proficient 77-111		Strategic 52-76		Intensive 0-51		Total # Students
BRC	23	53.49%	8	18.60%	4	9.30%	8	18.60%	43
PFRC	11	47.83%	4	17.39%	5	21.74%	3	13.04%	23
SERC	2	25.00%	3	37.50%	3	37.50%	0	0.00%	8
TOTAL	36	49%	15	20%	12	16%	11	15%	74

2nd Grade--WINTER 2014 IRI
Intensive 15% / Strategic 16% / Advanced 49% / Proficient 20%
Legislative Spring Goal: 80%
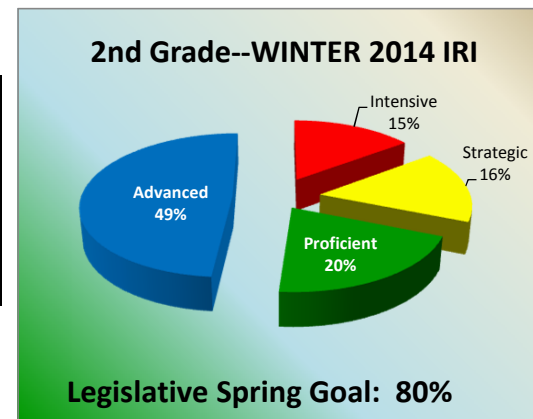
2nd GRADE--FALL 2013 IRI

R-CBM	Advanced 85+		Proficient 54-84		Strategic 27-53		Intensive 0-26		Total # Students
BRC	26	55.32%	11	23.40%	7	14.89%	3	6.38%	47
PFRC	12	44.44%	8	29.63%	3	11.11%	4	14.81%	27
SERC	3	30.00%	4	40.00%	3	30.00%	0	0.00%	10
TOTAL	41	49%	23	27%	13	15%	7	8%	84

2nd Grade--FALL 2013 IRI
Intensive 8% / Strategic 15% / Advanced 49% / Proficient 27%
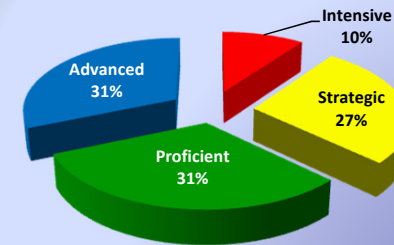Legislative Spring Goal: 80%
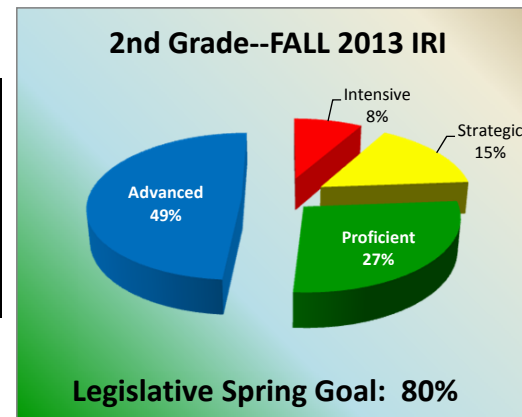
IDAHO DISTANCE EDUCATION ACADEMY

2nd GRADE--SPRING 2014 M-CAP

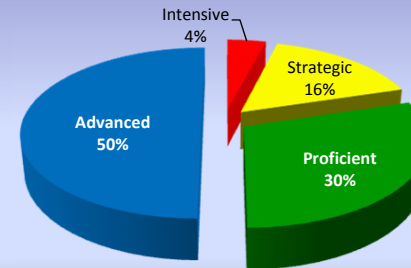| M-CAP	Advanced 29+		Proficient 20-28		Strategic 9-19		Intensive 0-8		Total # Students
BRC	14	35.00%	12	30.00%	12	30.00%	2	5.00%	40
PFRC	6	26.09%	8	34.78%	5	21.74%	4	17.39%	23
SERC	2	28.57%	2	28.57%	2	28.57%	1	14.29%	7
TOTAL	22	31%	22	31%	19	27%	7	10%	70

2nd Grade--SPRING 2014 M-CAP

2nd GRADE--WINTER 2014 M-CAP

| M-CAP	Advanced 23+		Proficient 15-22		Strategic 7-14		Intensive 0-6		Total # Students
BRC	21	48.84%	11	25.58%	9	20.93%	2	4.65%	43
PFRC	13	56.52%	7	30.43%	3	13.04%	0	0.00%	23
SERC	3	37.50%	4	50.00%	0	0.00%	1	12.50%	8
TOTAL	37	50%	22	30%	12	16%	3	4%	74

2nd Grade--WINTER 2014 M-CAP

2nd GRADE--FALL 2013 M-CAP

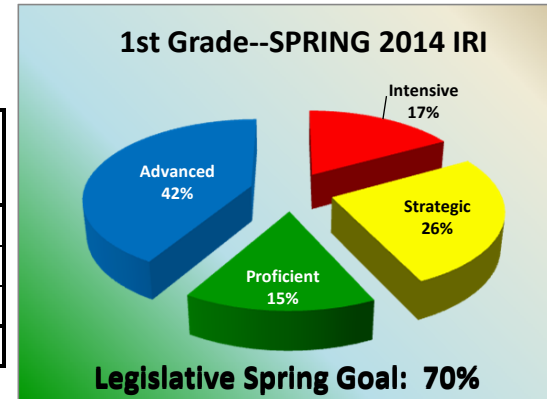| M-CAP	Advanced 23+		Proficient 15-22		Strategic 7-14		Intensive 0-6		Total # Students
BRC	27	57.45%	14	29.79%	4	8.51%	2	4.26%	47
PFRC	12	46.15%	8	30.77%	5	19.23%	1	3.85%	26
SERC	3	30.00%	4	40.00%	2	20.00%	1	10.00%	10
TOTAL	42	51%	26	31%	11	13%	4	5%	83

2nd Grade--FALL 2013 M-CAP
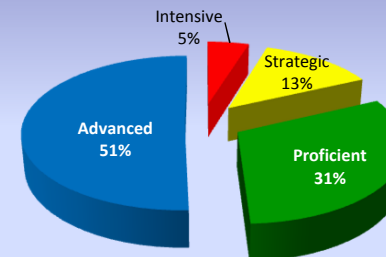
IDAHO DISTANCE EDUCATION ACADEMY

1st GRADE--SPRING 2014 IRI

R-CBM	Advanced 92+		Proficient 53-91		Strategic 28-52		Intensive 0-27		Total # Students
BRC	18	51.43%	3	8.57%	7	20.00%	7	20.00%	35
PFRC	8	40.00%	4	20.00%	6	30.00%	2	10.00%	20
SERC	1	10.00%	3	30.00%	4	40.00%	2	20.00%	10
TOTAL	27	42%	10	15%	17	26%	11	17%	65

1st Grade--SPRING 2014 IRI
Advanced 42%, Intensive 17%, Strategic 26%, Proficient 15%
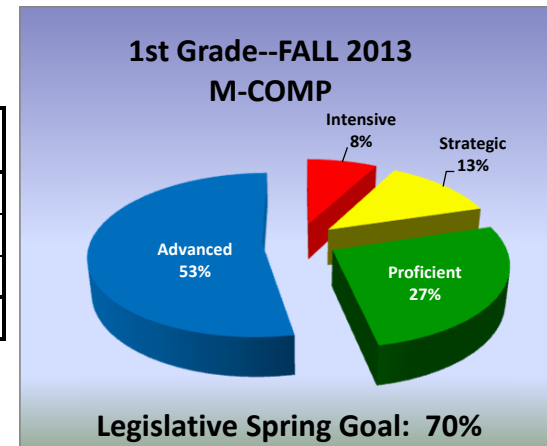**Legislative Spring Goal: 70%**

1st GRADE--WINTER 2014 IRI

LSF or R-CBM	Advanced LSF: 40+ R-CBM: 61+		Proficient LSF: 63-69 R-CBM: 77-111		Strategic LSF: 43-62 R-CBM: 13-22		Intensive LSF: 0-42 R-CBM: 0-12		Total # Students
BRC	17	43.59%	10	25.64%	11	28.21%	1	2.56%	39
PFRC	10	41.67%	7	29.17%	3	12.50%	4	16.67%	24
SERC	3	30.00%	3	30.00%	3	30.00%	1	10.00%	10
TOTAL	30	41%	20	27%	17	23%	6	8%	73

1st Grade--WINTER 2014 M-COMP
Advanced 41%, Intensive 8%, Strategic 23%, Proficient 27%
Legislative Spring Goal: 70%
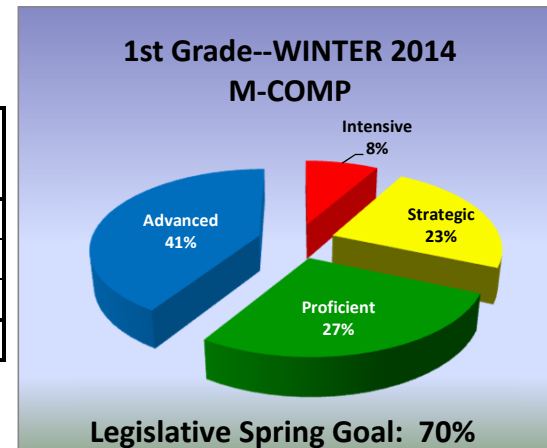
1st GRADE--FALL 2013 IRI

LSF	Advanced 40+		Proficient 31-39		Strategic 20-30		Intensive 0-19		Total # Students
BRC	17	65.38%	13	11.54%	4	15.38%	2	7.69%	36
PFRC	9	68.57%	3	5.71%	2	8.57%	2	17.14%	16
SERC	8	88.89%	1	0.00%	2	0.00%	1	11.11%	12
TOTAL	34	53%	17	27%	8	13%	5	8%	64

1st Grade--FALL 2013 M-COMP
Advanced 53%, Intensive 8%, Strategic 13%, Proficient 27%
Legislative Spring Goal: 70%

IDAHO DISTANCE EDUCATION ACADEMY

1st GRADE--SPRING 2014 M-COMP

M-COMP	Advanced 44+		Proficient 37-43		Strategic 17-36		Intensive 0-16		Total # Students
BRC	11	31.43%	14	40.00%	10	28.57%	0	0.00%	35
PFRC	8	40.00%	3	15.00%	8	40.00%	1	5.00%	20
SERC	3	30.00%	3	30.00%	2	20.00%	2	20.00%	10
TOTAL	22	34%	20	31%	20	31%	3	5%	65

1st Grade--SPRING 2014 M-COMP
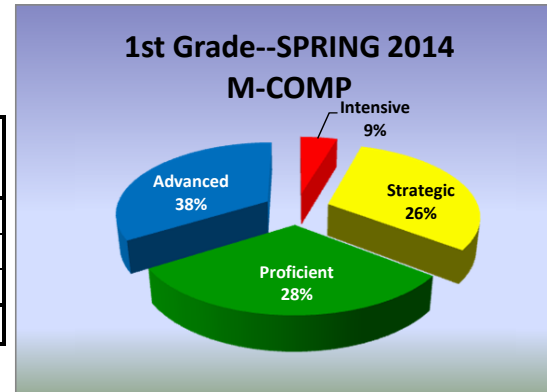
1st GRADE--WINTER 2014 M-COMP

M-COMP	Advanced 10+		Proficient 6-9		Strategic 3-5		Intensive 0-2		Total # Students
BRC	14	36.84%	13	34.21%	10	26.32%	1	2.63%	38
PFRC	9	37.50%	7	29.17%	6	25.00%	2	8.33%	24
SERC	3	27.27%	6	54.55%	2	18.18%	0	0.00%	11
TOTAL	26	36%	26	36%	18	25%	3	4%	73

1st Grade--WINTER 2014 M-COMP
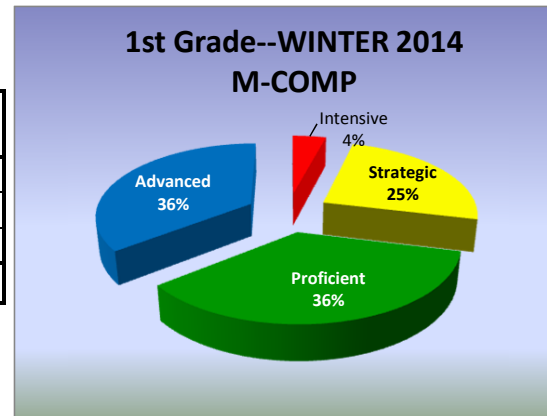
1st GRADE--FALL 2013 M-COMP

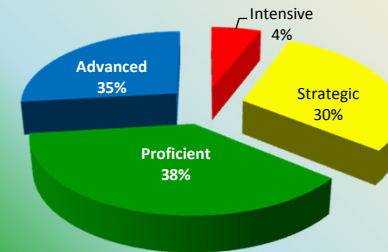| M-COMP	Advanced 10+		Proficient 6-9		Strategic 3-5		Intensive 0-2		Total # Students
BRC	23	63.89%	11	30.56%	0	0.00%	2	5.56%	36
PFRC	13	50.00%	9	34.62%	4	15.38%	0	0.00%	26
SERC	9	75.00%	2	16.67%	1	8.33%	0	0.00%	12
TOTAL	45	61%	22	30%	5	7%	2	3%	74

1st Grade--FALL 2013 M-COMP
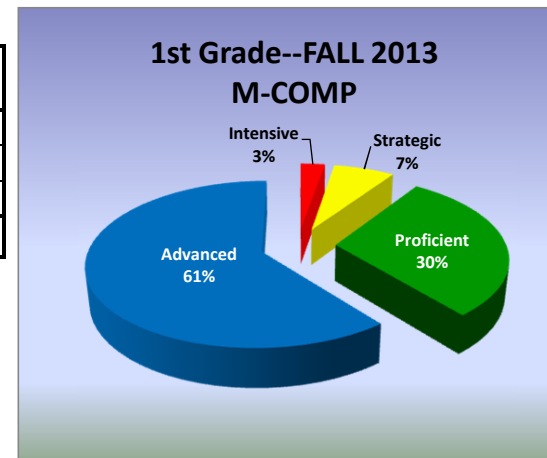
IDAHO DISTANCE EDUCATION ACADEMY

KINDERGARTEN--SPRING 2014 IRI

LSF	Advanced 47+		Proficient 30-46		Stragetic 18-29		Intensive 0-17		Total # Students
BRC	7	26.92%	11	42.31%	5	19.23%	3	11.54%	26
PFRC	10	29.41%	11	32.35%	12	35.29%	1	2.94%	34
SERC	1	14.29%	3	42.86%	3	42.86%	0	0.00%	7
TOTAL	18	27%	25	37%	20	30%	4	6%	67

Kindergarten IRI--Spring 2014
Intensive 4%
Advanced 35%
Strategic 30%
Proficient 38%
Legislative Spring Goal: 60%

KINDERGARTEN--WINTER 2014 IRI

LNF or LSF	Advanced LNF: 51+ LSF: 37+		Proficient LNS: 33-50 LSF: 17-36		Stragetic LNF: 19-32 LSF: 7-16		Intensive LNF: 0-18 LSF: 0-6		Total # Students
BRC	11	39.29%	16	57.14%	0	0.00%	1	3.57%	28
PFRC	12	38.71%	17	54.84%	1	3.23%	1	3.23%	31
SERC	3	33.33%	2	22.22%	1	11.11%	3	33.33%	9
TOTAL	26	38%	35	51%	2	3%	5	7%	68

Kindergarten IRI--Winter 2014
Intensive 7%
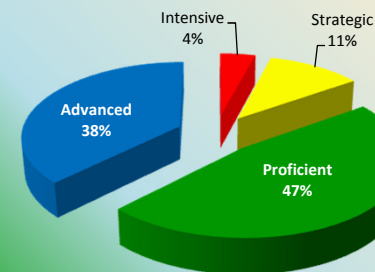Strategic 3%
Advanced 38%
Proficient 51%
Legislative Spring Goal: 60%
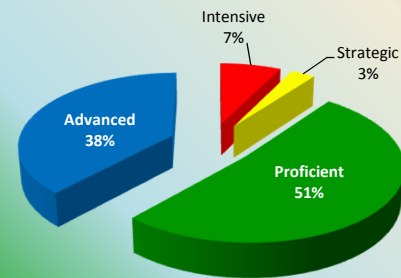
KINDERGARTEN--FALL 2013 IRI

LSF	Advanced 30+		Proficient 11-29		Stragetic 3-10		Intensive 0-2		Total # Students
BRC	14	43.75%	14	43.75%	2	6.25%	2	6.25%	32
PFRC	11	34.38%	16	50.00%	4	12.50%	1	3.13%	32
SERC	2	25.00%	4	50.00%	2	25.00%	0	0.00%	8
TOTAL	27	38%	34	47%	8	11%	3	4%	72

Kindergarten IRI--Fall 2013
Intensive 4%
Strategic 11%
Advanced 38%
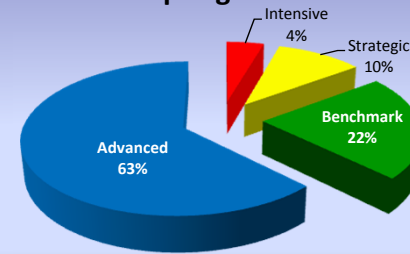Proficient 47%
Legislative Spring Goal: 60%

IDAHO DISTANCE EDUCATION ACADEMY

Kindergarten Skills Inventory--SPRING 2014

KSI	Advanced		Benchmark		Strategic		Intensive		Total # Students
BRC	18	69.23%	3	11.54%	4	15.38%	1	3.85%	26
PFRC	21	61.76%	11	32.35%	1	2.94%	1	2.94%	34
SERC	3	42.86%	1	14.29%	2	28.57%	1	14.29%	7
TOTAL	42	63%	15	22%	7	10%	3	4%	67

Kindergarten Skills Inventory--WINTER 2014

KSI	Advanced		Benchmark		Strategic		Intensive		Total # Students
BRC	24	85.71%	2	7.14%	1	3.57%	1	3.57%	28
PFRC	30	96.77%	1	3.23%	0	0.00%	0	0.00%	31
SERC	5	55.56%	2	22.22%	1	11.11%	1	11.11%	9
TOTAL	59	87%	5	7%	2	3%	2	3%	68
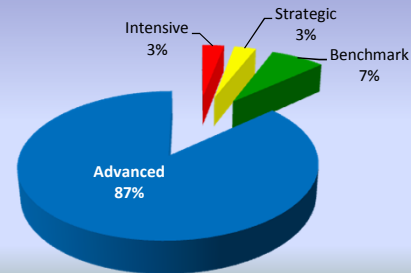
Kindergarten Skills Inventory--FALL 2013

| KSI	Advanced		Benchmark		Strategic		Intensive		Total # Students
BRC	21	72.41%	2	6.90%	3	10.34%	3	10.34%	29
PFRC	21	65.63%	8	25.00%	3	9.38%	0	0.00%	32
SERC	6	75.00%	1	12.50%	1	12.50%	0	0.00%	8
TOTAL	48	70%	11	16%	7	10%	3	4%	69
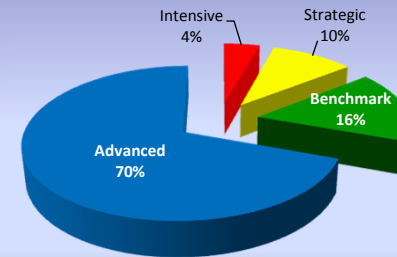
IDAHO DISTANCE EDUCATION ACADEMY

3rd GRADE 2013/2014 PLATO ELA

ELA	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	10	16.39%	28	####	21	####	2	3.28%	61
Spr '14	3	4.92%	22	####	26	####	10	16.39%	61

3rd Grade 2014/2014 PLATO ELA
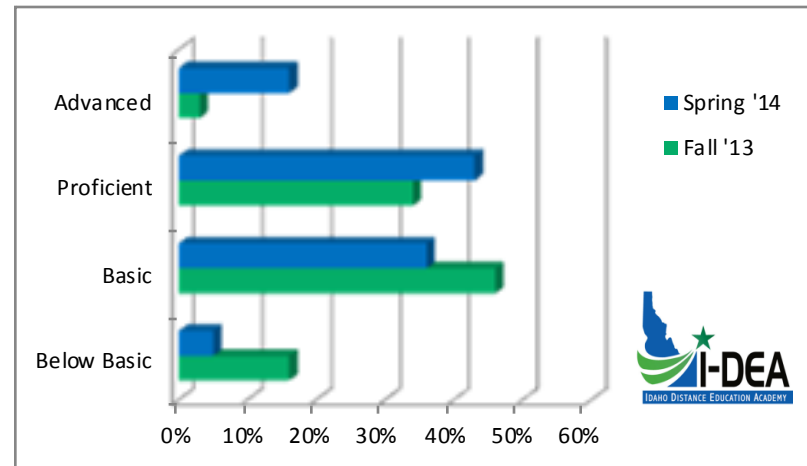
3rd GRADE 2013/2014 PLATO MATH

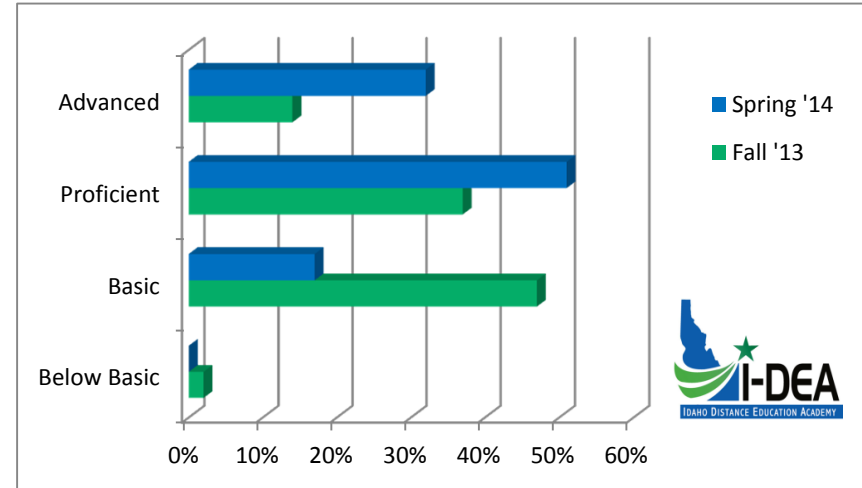| MATH	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	13	####	37	####	14	21.54%	1	1.54%	65
Spr '14	1	1.54%	17	26.15%	35	####	12	18.46%	65

3rd Grade 2014/2014 PLATO MATH
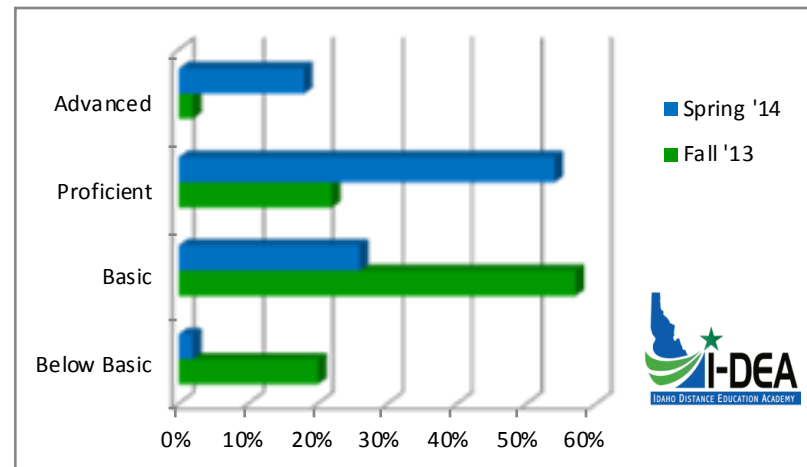
IDAHO DISTANCE EDUCATION ACADEMY

4th GRADE 2013/2014 PLATO ELA

ELA	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	1	1.96%	24	47.06%	19	37.25%	7	13.73%	51
Spr '14	0	0.00%	8	17.02%	24	51.06%	15	31.91%	47

4th GRADE 2013/2014 PLATO MATH

MATH	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	6	11.54%	30	57.69%	13	25.00%	3	5.77%	52
Spr '14	1	2.00%	17	34.00%	19	38.00%	13	26.00%	50

4th Grade 2014/2014 PLATO ELA

4th Grade 2014/2014 PLATO MATH
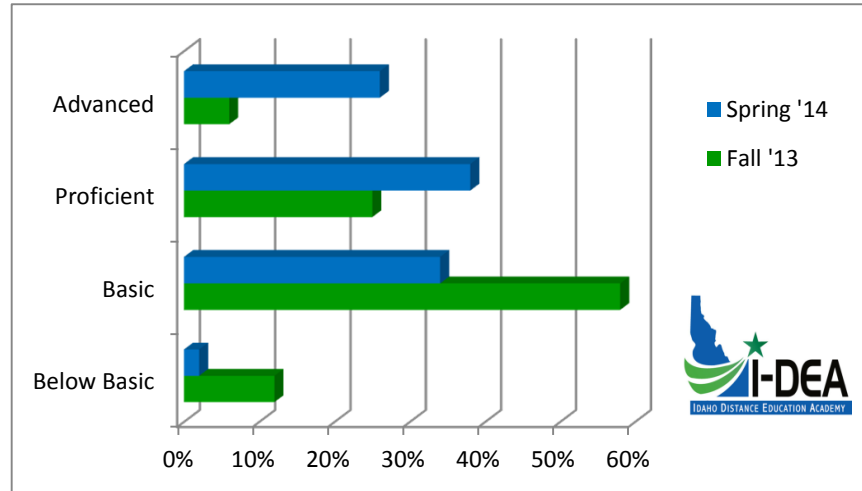
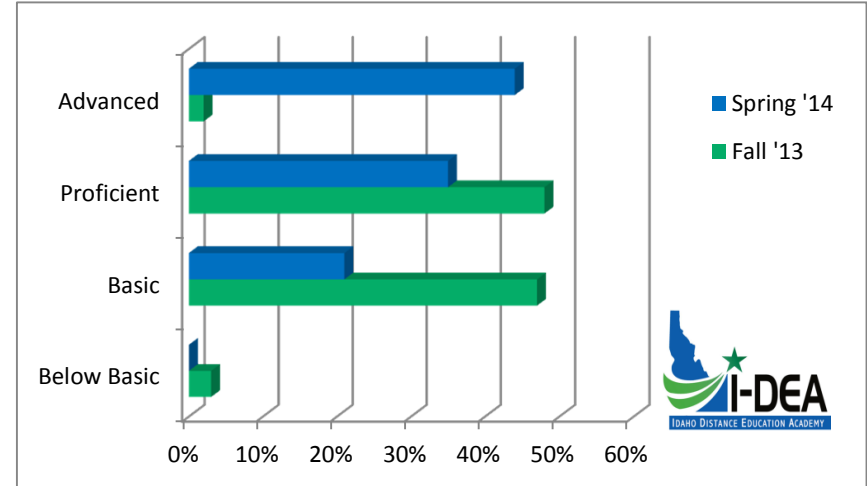# IDAHO DISTANCE EDUCATION ACADEMY

5th GRADE 2013/2014 PLATO ELA

ELA	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	2	3.33%	28	46.67%	29	48.33%	1	1.67%	60
Spr '14	0	0.00%	13	20.97%	22	35.48%	27	43.55%	62

5th GRADE 2013/2014 PLATO MATH

MATH	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	19	28.79%	37	56.06%	8	12.12%	2	3.03%	66
Spr '14	0	0.00%	25	37.31%	36	53.73%	6	8.96%	67

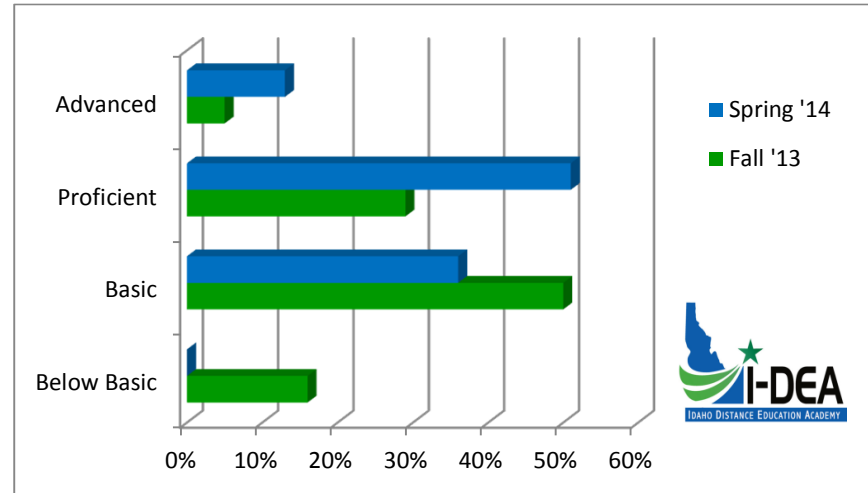### 5th Grade 2014/2014 PLATO ELA

5th Grade 2014/2014 PLATO MATH
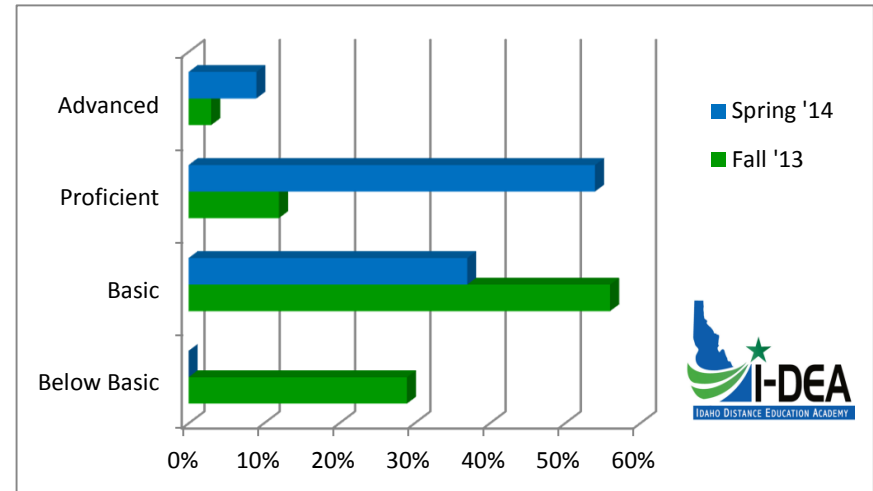
IDAHO DISTANCE EDUCATION ACADEMY

6th GRADE 2013/2014 PLATO ELA

ELA	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	1	2.33%	14	32.56%	27	62.79%	1	2.33%	43
Spr '14	0	0.00%	6	13.95%	24	55.81%	13	30.23%	43

6th GRADE 2013/2014 PLATO MATH

MATH	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	6	15.79%	19	50.00%	11	28.95%	2	5.26%	38
Spr '14	0	0.00%	14	35.90%	20	51.28%	5	12.82%	39

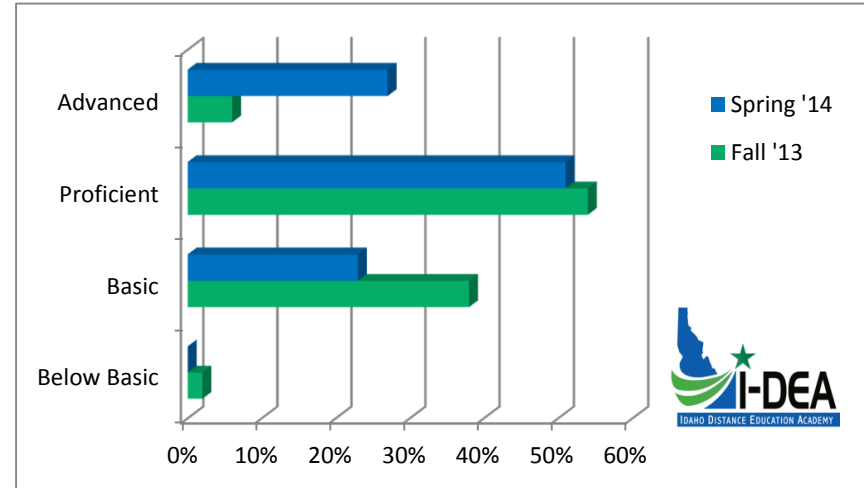### 6th Grade 2014/2014 PLATO ELA

6th Grade 2014/2014 PLATO MATH
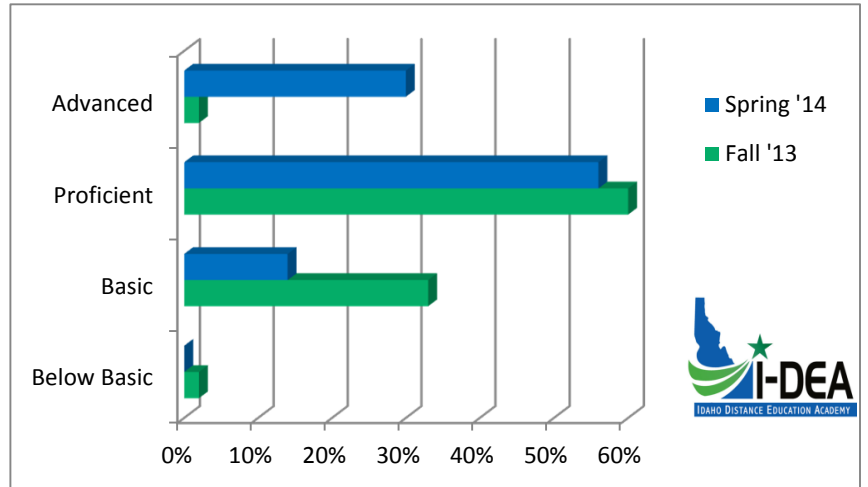
IDAHO DISTANCE EDUCATION ACADEMY

7th GRADE 2013/2014 PLATO ELA

ELA	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	1	2.08%	18	37.50%	26	54.17%	3	6.25%	48
Spr '14	0	0.00%	12	22.64%	27	50.94%	14	26.42%	53

7th GRADE 2013/2014 PLATO MATH

MATH	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	3	7.50%	24	60.00%	11	27.50%	2	5.00%	40
Spr '14	1	2.50%	16	40.00%	20	50.00%	3	7.50%	40

7th Grade 2014/2014 PLATO ELA
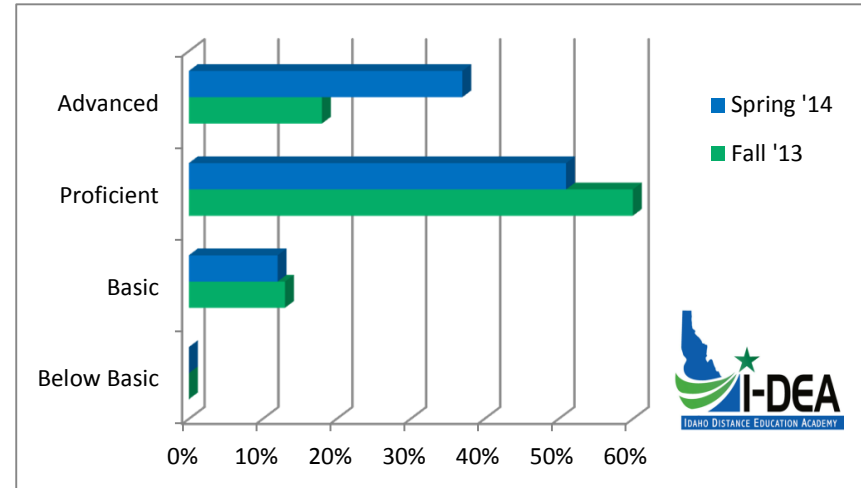

7th Grade 2014/2014 PLATO MATH
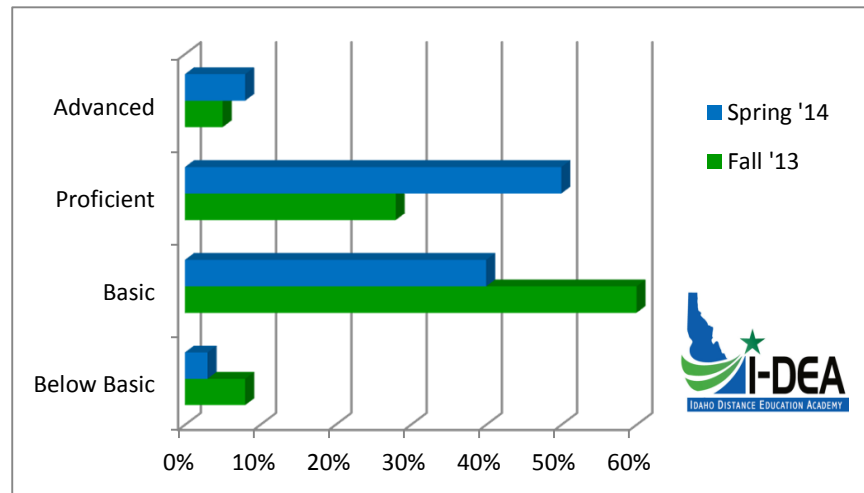
IDAHO DISTANCE EDUCATION ACADEMY

8th GRADE 2013/2014 PLATO ELA

ELA	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	0	0.00%	6	13.33%	31	68.89%	8	17.78%	45
Spr '14	0	0.00%	5	11.63%	22	51.16%	16	37.21%	43

8th Grade 2014/2014 PLATO ELA

8th GRADE 2013/2014 PLATO MATH

MATH	Below Basic		Basic		Proficient		Advanced		Total # Students
Fall '13	10	33.33%	18	60.00%	2	6.67%	0	0.00%	30
Spr '14	4	13.79%	18	62.07%	5	17.24%	2	6.90%	29

8th Grade 2014/2014 PLATO MATH